Transforming Education in Rhode Island

ESEA Flexibility
in Rhode Island

Updated January 19, 2012

Outline

I.   The ESEA Flexibility Opportunity

II.   The Rhode Island Approach

III. Principles 1 and 3: College- and Career-Ready Expectations for All Students & Supporting Effective Instruction and Leadership

IV.   Critical Components of Rhode Island's Proposal

V.   Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

VI.   What's Next

The ESEA Flexibility Opportunity

- Offers the opportunity to request flexibility on behalf of the state, LEAs, and schools in order to better focus on improving educational outcomes, closing achievement gaps, and increasing the quality of instruction

- Builds on and supports the significant state and local reform efforts already underway

- Timeline:
  - Webinar for all educators Jan. 30 / Public forum Feb. 1
  - **Request due Feb. 21**

- View the draft at www.ride.ri.gov/commissioner/eseaflex and send written comments to ESEA.Flex@ride.ri.gov

ESEA Flexibility Package Includes Several Elements

State proposals for ESEA flexibility must provide commitments, plans, rationale, and evidence on several issues in each area:

1. College and Career-Ready Standards and Assessments for All Students
   A. Adopt college- and career-ready standards (in at least reading/language arts and math)
   B. Transition to college- and career-ready standards
   C. Develop and administer annual, statewide, aligned assessments that measure student growth in knowledge and skills

2. State-Developed, Differentiated Systems of Recognition, Accountability, and Support
   A. Develop and implement a state-based system of differentiated recognition, accountability, and support
   B. Set ambitious but achievable annual measurable objectives
   C. Identify Reward Schools (highest-performing)
   D. Identify Priority Schools (lowest-performing), including new turnaround principles
   E. Identify Focus Schools (achievement gaps/lowest-performing subgroups)
   F. Provide incentives and supports for other Title I schools

3. Supporting Effective Instruction and Leadership through Educator Evaluation
   A. Develop and adopt guidelines for teacher and principal evaluation and support systems
   B. Ensure LEAs implement evaluation and support systems

4. Reducing Duplication and Unnecessary Burden

The Rhode Island Approach

All Students
Achieve

Effective Educators,
Relentlessly Supported

Student-Centered
Systems and Policies

**All students will achieve
at high levels when:**

❑ We have an effective teacher in every classroom and an effective leader in every school,

AND

❑ Teachers and school leaders are supported by student-centered systems.

Principles 1 and 3

Principle 1: College- and Career-Ready Expectations for All Students

- Trained more than 3,000 educators to prepare them to implement the Common Core State Standards

Principle 3: Supporting Effective Instruction and Leadership

- Have begun annual evaluations of all Rhode Island teachers and principals based in part on evidence of student growth and achievement.

Critical Components of RI's Proposal

- Replace statewide AYP measures with school-based AMOs

- Reduce n size from 45 to 20

- Create "super subgroups" by combining ethnic, racial, and economic disaggregations; combine IEP and ELL

- Increase number of AMO targets for suburban districts; decrease number of AMO targets for urban districts

- Replace old "in need of improvement" classification system with new accountability and intervention system

- Look more deeply at individual schools; lateral analysis made more difficult

Principle 2: State-Developed Differentiated Recognition, Accountability and Support

- **Measurement**: How do we measure school performance?

- **Classification**: How – and into what categories – do we classify schools based upon their performance?

- **Intervention**: Once classified, what interventions will be required in the lowest-performing schools?

Measurement

Key questions addressed:

- What data will be used to gauge school performance?

- How will the data be combined?

- What happens after measurement? (classification)

Measure	Components	Elementary / Middle Schools	High Schools
ESEA Flexibility Design Weights			
Absolute Percent Proficient	All Students	30	30
Progress to 2017 Target	All Students	10	10
Subgroup Performance Gaps against Adjusted White	Minority+FRL	30	30
	IEP+LEP		
Percent of Tested Students in Distinction Level	All Students	5	5
Growth	All Students	25	0
	Minority+FRL		
	IEP+LEP		
HS Graduation Rates	All Students		20
HS Scaled Score Change	All Students		5
TOTAL		100	100

Classification

Key questions addressed:

- What are the classification categories?

- How are schools classified into those categories?

- What happens after classification? (Reward and Intervention)

Total Points Earned by School

Red: Priority Schools
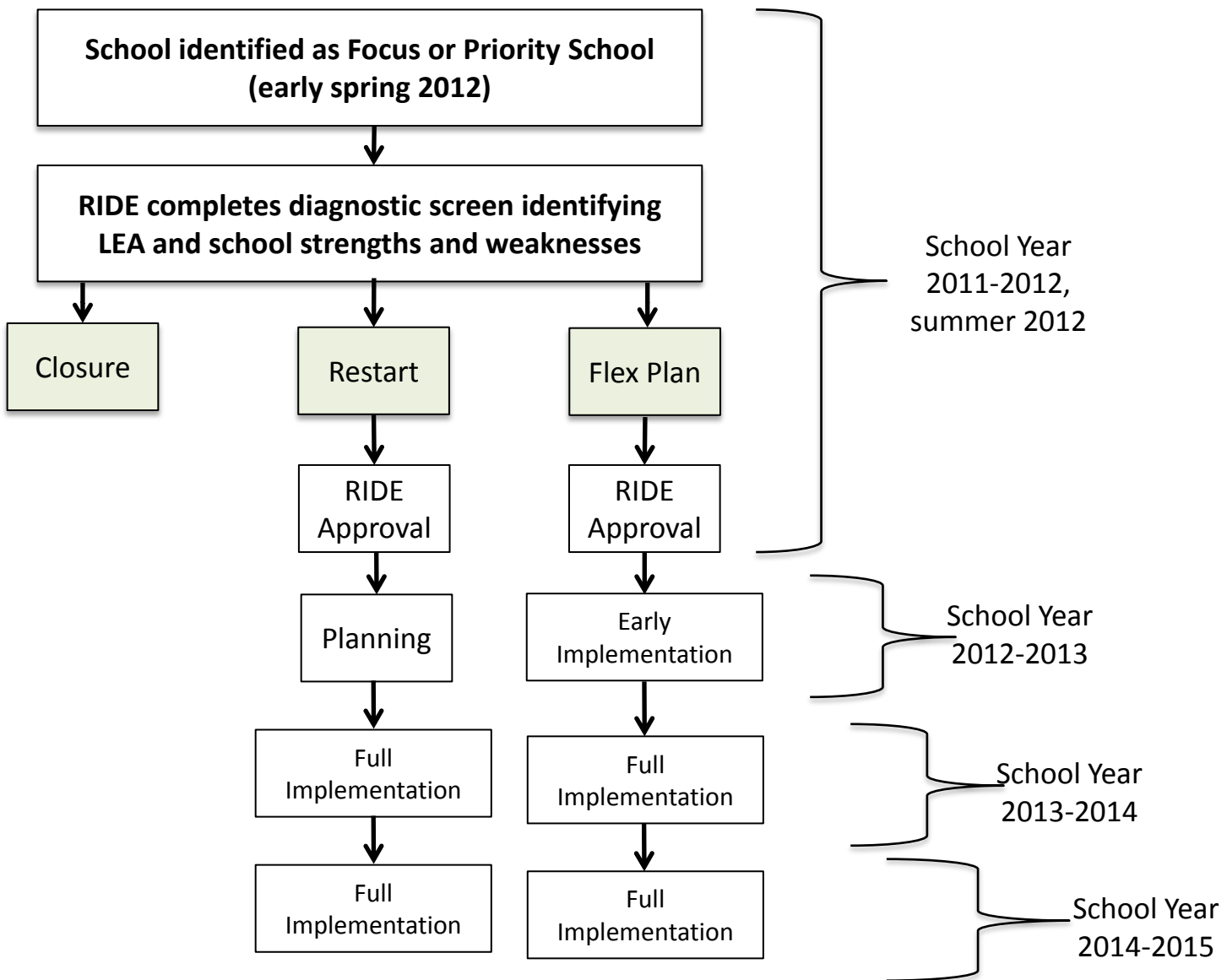**Blue**: Focus Schools
Green: Reward Schools
Grey: Other Schools
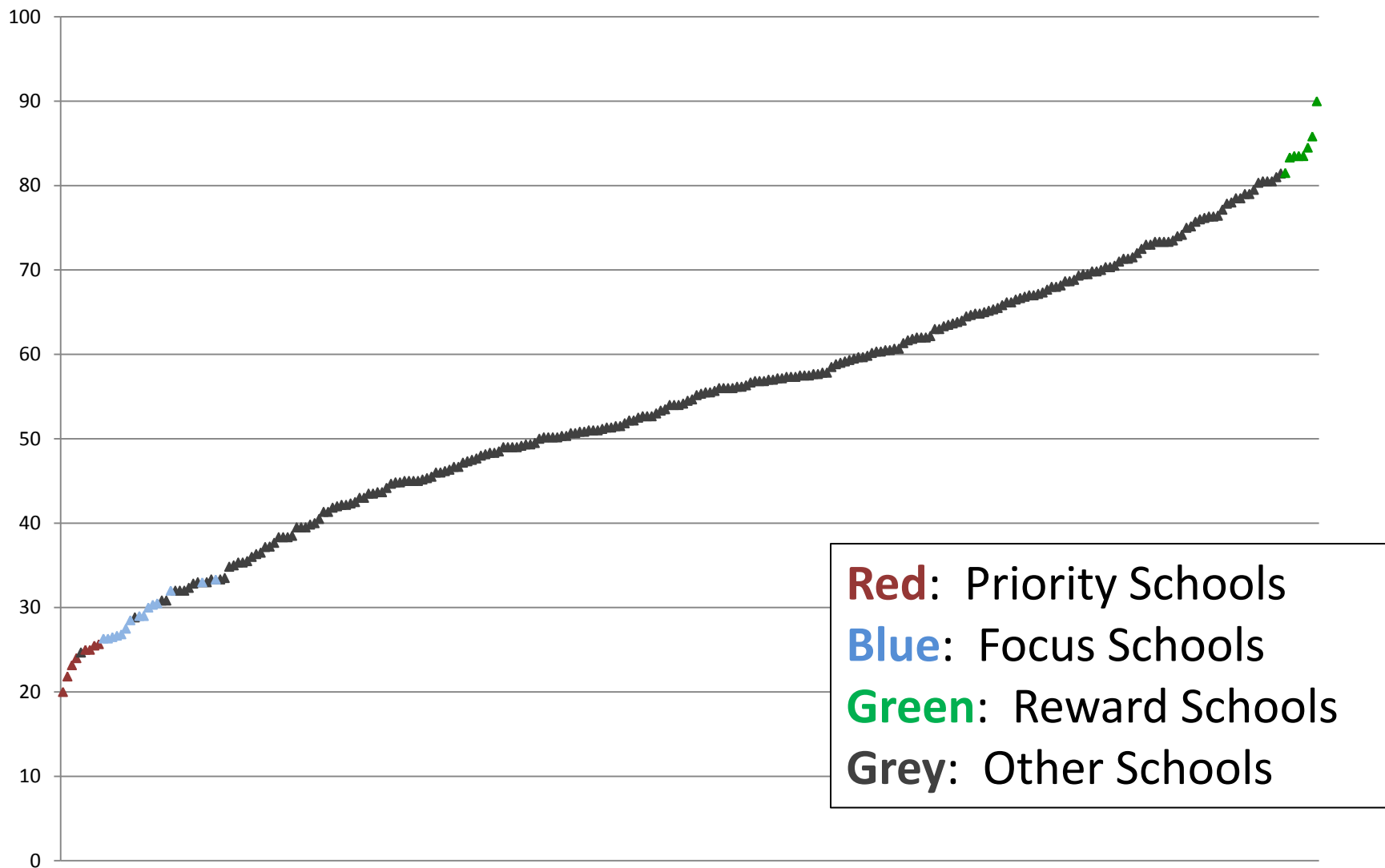
Reward and Intervention

Key questions addressed:

- What is the reward and intervention system?

- What are the decisions and options for schools identified?

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│  School identified as Focus or Priority School │
│            (early spring 2012)                 │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│  RIDE completes diagnostic screen identifying  │
│   LEA and school strengths and weaknesses      │
└─────────────────────────────────────────────┘
      ↓              ↓              ↓
┌──────────┐   ┌──────────┐   ┌──────────┐
│ Closure  │   │ Restart  │   │ Flex Plan│
└──────────┘   └──────────┘   └──────────┘
                    ↓              ↓
               ┌─────────┐    ┌─────────┐
               │  RIDE   │    │  RIDE   │
               │ Approval│    │ Approval│
               └─────────┘    └─────────┘
                    ↓              ↓
               ┌─────────┐    ┌──────────┐
               │ Planning│    │  Early   │
               │         │    │Implementation│
               └─────────┘    └──────────┘
                    ↓              ↓
               ┌─────────┐    ┌──────────┐
               │  Full   │    │  Full    │
               │Implementation│ │Implementation│
               └─────────┘    └──────────┘
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               │  Full   │    │  Full    │
               │Implementation│ │Implementation│
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School Year 2011-2012, summer 2012

School Year 2012-2013

School Year 2013-2014

School Year 2014-2015

The Flex Model

Reform Plan Intervention Strategies			
Leadership	*Support*	*Infrastructure*	*Content*
Intervention III Strategies			
Priority schools must select one from each area; Focus schools must select one from an area of their choice			
L-III.1: Removal of building principal and replacement with a leader with a track record of success in turnaround environments	S-III.1: Require at least 30 hours of focused professional development on instructional strategies to support students with disabilities and English language learners	I-III.1: Implement staff recommitment process to substantially different working conditions, including definition of school hours, job assignment, and job duties	C-III.1: Comprehensively improve instructional approach for RTI Tier II/III students including offering focused professional development and implementing system for student progress monitoring
L- III.2: Provide building administrators the authority to hire, fire, transfer, and place all educational staff	S-III.2: Require at least 30 hours of professional development for all educators focusing on school climate and the use of data in the classroom	I-III.2: Modified compensation structure such as pay for performance or modification/elimination of step-and-lane	C-III.2: Review student course-taking patterns and make substantial changes to school schedule to ensure student access to rigorous academic core
L- III.3: Provide building administrators the authority and autonomy to manage teacher placement, budget, and school schedule	S-III.3: Dramatically increase common planning time and implement a system for its effective utilization	I-III.3: Implement a school-wide support system in order to improve school safety, reduce suspensions and drop-outs, and increase school attendance	C-III.3: Increase the length of the school day or year by no less than 300 hours, with a focus on delivery of instruction in core content areas and traditionally underserved students
Intervention II Strategies			
Priority and Focus Schools must select no less than two strategies from areas of their choice			
L-II.1. Evaluate the principal and connect him or her with a mentor or appropriate resources to ensure ability to lead the school reform work	S- II.1: Implement a comprehensive drop-out prevention and reentry program	I-II.1: Complete an external audit of the use of school funds to guide staffing decisions and implement findings	C-II.1: Increase advanced coursework opportunities for students
L-II.2: Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate job action	S-II.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps	I-II.2: Reallocate resources to increase support for direct instruction of students at risk for failure	C-II.2: Assign additional instructional coaches or other core content focused, job-embedded support for teachers
L-II.3: Restructure building leadership team to dramatically increase time available for instructional leadership	S-II.3: Implement comprehensive family and community engagement programs that build capacity of school to improve student academic achievement	I-II.3: Improve student transition from middle to high school through summer transition programs or other research-based practices	C-II.3: Offer virtual education options for both at-risk and advanced students
L-II.4: Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students	S-II.4. Hire full time parent/community engagement specialist to improve academic achievement through school-community link	I-II.4: Establish a comprehensive system to support struggling teachers with content and pedagogy teachers of students with disabilities and English Language Leaners	C-II.4: Implementation of instructional monitoring system to ensure that the curriculum is being implemented with fidelity and traditionally underserved students have access to a rigorous academic core
L-II.5: Require the school to report to a turnaround office in the LEA or directly to the Superintendent	S-II.5: Establish flexible or expanded learning opportunities with a focus on students at risk for failure	I-II.5: Develop student-centered program to support student transition at kindergarten and/or break grades.	C-II.5: Increase student access to career, technical, or credentialing programs

What's Next

- Timeline:
  - Webinar for all educators Jan. 30, 5:00-6:30 p.m. (see upcoming field memo)
  - Public forum Feb. 1, 6:00-8:00 p.m., Riverside Middle School, East Providence
  - **Request due to U.S. Department of Education Feb. 21**

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